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# The Classical Outlook

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## THE CLASSICAL SYLLABUS IN COLLEGE

BY VAN JOHNSON  
Tufts College

**I**N THE humanities at least, there are two kinds of education in the world today: education at the Source and education at the Stream. We classicists have always been custodians of education at the Source, warders of the clear and ever-flowing wells of Helicon. We have enshrined the mountain-peak and summoned pilgrims to the holy founts. We have built our temples in the hills, and dwelt apart—not always, I fear, with too much thought or respect for that great *decursus aquai*, the mighty stream of learning which, emanating from our sacred springs, plunges headlong and with secular commotion to the plains below. We have viewed the *loca campi* from above, and felt no inclination to go down. Our favorite wells have fed a murky torrent, treacherous, tumultuous, and frightening. Moreover, there appears to be congestion on its banks: note the eager crowds awaiting passage; in Wisdom's name, let's not go down, play Charon to the multitude, and trade in souls for farthings. Accordingly, we have retired to the summits again and again, and offered some cacuminal instruction to students with the power to ascend.

It is only in recent years that we have visited the plains at all, to aid with education at the Stream. At closer range, we must confess, the gathering looks somewhat less sepulchral, in fact more like a beach-party than a spectral throng, more like a boisterous chorus of Aristophanes' frogs than gloomy throngs of Vergil's wailing ghosts. Well, that is cheerful! Then we see, with some dismay, that the natives here are bathing or boating in the Stream of our tradition; they are not imbibing it, and we cry, "Sacrilege!" The bathers and boaters ignore us, however, and appear to be refreshed by merely dipping or floating in the sacred stream. Cleansed and animated, they cluster on the shore, or wander off to find contentment on the plains, *latis otia fundis*; and we reflect that, after all, they do inhabit *ditissima terra*, a land enriched by waters of abundant life. Comforted, if not convinced, we try from time

to time to aid the bathers and the boaters in their efforts to achieve an education—by sporadic immersion

## MISERERE MEI!

Thoughts of a beginning teacher of college Latin

BY ARTA FRUTH  
The Ohio State University

*Arma virum doceo: primo quae sive deorum*  
*Consilio aut casu peregrina ego fausta veni*  
*Discendi gratia—tiro atque novella magistra.*  
*Me miseram! Multum vexata libris puerisque,*  
*Eumenides vereor. Nam discipuli blaterantes*  
*Cum recitant ("Pro verbo verbum vertite," dico),*  
*Heu moniti frustra! stulti stolidissima verba*  
*Declamat. Nugaene animis mortaliibus istae?*  
*Iuppiter omnipotens, cui nunc distracta magistra*  
*Exstruit ante aras supplex calamosque librosque,*  
*Voce supinis infirma manibus precor: audi*  
*Atque in perpetuum, si vis, a talibus arce!*

or the short sail. We have traced a few currents, mapped a few shoals, and even charted courses in the Stream. The question of the hour seems to be: can we do more? Yes, I think we can.

We can integrate our efforts at the Stream, as long ago we made an integration at the Source. Through commentary and translation, we can furnish at the Stream as good an education as any which is now provided there. We can isolate some channels there which plainmen ought to know about, certain *annes rigui* in which at least to bathe the soul. A modest end, perhaps, but better than despair in higher ventures: you can't make mountain-climbers out of beach-combers—mountain air is heady for the frail, and human hearts are often weak. Why not make camp in the meadows, keep our dwelling in the hills, and render double service to an urgent need, the need of

universal education in a worried world? In *pratis* we can do much good; while sturdy souls, with parching thirsts to slake, will find our home in *collibus*, and drinking at the Source will find no doubt a special pleasure there, *quaedam divina voluptas*, the breathless joy of high achievement and serene thoughts.

In general, however, a bather is not an imbiber: neither man, god, nor advertisement can make him such. This, however, is no reason for neglecting him: he has his own ambitions and capacities which, in the interest of eugenics and humanity, we must develop and refine. He will never be an expert in the subject nearest to our hearts, but he may become an amateur of some enthusiasm and good sense. Surely, every art and science is in need of both. The expert requires more of himself; the amateur, more of his teacher. Yet, in our own field, until quite recently, we have given more attention to the expert than we have to the amateur. Over the centuries, classical teachers have perfected an excellent syllabus in Latin and Greek, designed in large part for the expert, and open to the amateur. *Fuit haec sapientia quondam!* And yet what consternation we displayed at times when the amateur lost hope and went away! In my own opinion, we must now provide a syllabus in classics for the amateur—not only diversified courses in English, but a new integration of such courses; in fact, where local conditions permit or render it appropriate, we should have a classical major in English. This may have to be a divisional, rather than a departmental major, since, through lethargy or bad logic, so many classical courses have now escaped our supervision. For one reason or another, there has been a great dispersion of our subject; exactly how great, we shall know better when Professor Pratt's Committee completes its survey of classical influences in American higher education. It is too late, no doubt, to reclaim many of these scattered courses, even if such reclamation were desirable; but we can halt the divagation, and direct it toward a common center in our own department.

For us, the advantage in so doing is fairly obvious, I think: we can unify our educational exertions, and, by this common effort, strengthen

classical traditions in America. But how will it profit a student—this focused study of antiquity with no requirements in Greek or Latin? He can never make the classics his profession, that is clear; but surely he will benefit, in almost any honorable career, from his association with the greatest minds of Greece and Rome. His classical accomplishments will never fill his purse (when do they?); he will not live even modestly by the classics, but with them he can live in great prosperity. He will have some knowledge of those basic arts which Tacitus describes as humanistic, the arts which deal with good and evil, shame and honor, justice and its opposite. His judgments will be formed by some familiarity with human nature and its constant tendencies, with virtue's power and the dark depravity of vice; see the *Dialogus*, chapter 31. He will mould his tastes in work subjected to the critic's whetstone and the writer's file, the work of men who understood the living grace of words, *sermonum gratia vivax*, who knew the difference between *facundia* and jargon, who kept before them night and day the models of the Greeks. In other words, our student will be further civilized and better cultured, more appreciative of gains to be guarded and of higher goals to be attained.

Well, is there any higher purpose in teaching the classics? Is not this, after all, our truly humanistic end: to help mankind respect these principles of better living? It is the task of universal education to instill such sentiments among the plainest people, the working, voting, and consuming folk, whose labors, needs, and ideologies will make us strong or weak, right or wrong. Conversely, humanistic studies will not flourish—they may even fail—if we neglect those persons whose support we seek, the *nucis emptor* and the *faber imus* who, in a democracy, control our fate. If we cannot educate them at the Source, we can help to educate them at the Stream. If we do not, we may continue unavailingly to cry, "Succurrite, io cives," and, like the bad poet, we shall be ignored. Poets have the right to die, as Horace says; they also have the right, even the obligation, to survive, and to exalt in some degree our way of life. Not all are imitators of Empedocles who leaped, cold-blooded, into Aetna's flames. He wished, you will remember, to be thought a god, and to make his death appear miraculous. The fraud detected, he was deemed a fool. The good poet, or the good

teacher, has no need of man-made miracles, or surreptitious death. He will await his human fate, perform his human tasks, let others estimate his worth, and be content. With him to emulate, we teachers of the classics will not vanish into woods and groves around the Source of our tradition; we shall live a manifest and palpable existence, conspicuously free to labor at the Stream or worship at the Source.



### LATIN THE COMMON DENOMINATOR FOR OUR MODERN LANGUAGES

BY A. M. WITHERS

Professor of Modern Languages  
Concord College, Athens, West Virginia

**I**N EUROPE there is to a considerable extent uniformity of thinking along educational lines, but in the United States we are more or less helpless creatures of "trends," which begin we do not always know how, where, or when, and which run for short or long periods until supplanted by others. This is why we finally reached such a condition that the whole country set up an outcry about a lost "general" education, an education, so to speak, provided with a "common denominator."

Now it may be dangerous to express the thought in free America, but here goes: College students should not be admitted to classes in modern foreign languages or in English literature until they can show some accomplishment in Latin—this to be attained in high school, or in high school plus a year in college. I propose Latin as the "common denominator" for our domestic and foreign modern-language teachings.

With students confirmed in English by Latin aid, any rational method of instruction in a modern foreign language will suffice; without such confirmation no method, especially not the "talky-talky" method, is of any great use. Let me expand this statement with some "history" and argument.

Majority opinion at this time appears to be that practical elimination of English from the classroom is the ideal system. This is the point of view apparently of all the foreign-born-and-bred instructors in language amongst us, and it has been adopted by a great many young instructors not foreign, generally equipped in only one language, and devotedly (perhaps better said, clannishly) propagandistic in regard thereto. And it is a point of view approved *in toto* by the unlettered public, together

with the entire mass of the "progressive educators." The fact is also noteworthy here that these two groups conceive of modern-foreign-language learning as something isolated from proficiency or the lack of it in English. They do not note with displeasure the failure to talk and write English with feeling, propriety, and extensiveness; but when a student emerges from a foreign-language class not glibly fluent in the foreign tongue it seems to them an amazing thing, to be explained only by defects in the teacher. The teacher has to fight the arbitrary, unreasoned assumptions of the educators and the general public, and even of the (by these) indoctrinated students themselves, especially the greenest among them. Who has not heard inefficient, not to say impossible students (from the language point of view) bemoaning the fact that they cannot have a few weeks in the foreign country to get the language "good," or who boast about former instructors solely on the ground of their foreign extraction. "Latinized" students know better.

None of the currently much decried language professors of an older day ruled out oral practice, for it is as natural as for the sun to shine. Only they did not call it "conversation," and they knew, as everybody ought to know now, that students do not learn to "converse" in a foreign tongue as a result of classroom and language-club experience, that this is at best only a starter in a cause that is good only when inspiration is added for "staying" with the language in the after-college years. And the best sort of inspiration is precisely what the student uniformly does not get, namely, enough reading to establish genuine contacts with, and lasting regard for, the specifically good things in the foreign literature—which in their turn are necessary for the inculcation of feeling for the foreign language as language. Anyone who has tried to impart feeling for the German language to "science" students satisfying requirements will realize painfully what I mean, and will perhaps agree with me on the fundamental nature of that "Latin with English" base.

I ask the student to state the tense of "I am running." He tells me it is *past!* Or maybe that it is *future!* What does this show when repeated *ad infinitum* by this student and by his companions?—That for numbers in the high schools (I think for most of them; and I think this because they freely tell me such is the case), the grammar instruction they have re-

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## LETTERS FROM OUR READERS

## A TRADITIONAL FEBRUARY PROGRAM

Miss Estella Kyne, of the Wenatchee (Washington) High School, writes:

"Every year, in observance of St. Valentine's Day, we stage a Roman wedding. The performance has aroused a great deal of interest. Local newspapers give us space, and inquiries are received from many parts of the country. Last year *The Scholastic Roto*, a picture supplement for high schools, published a picture of the wedding cast. In 1948, in celebration of the tenth anniversary of the performance, gold lockets, engraved with the recipients' names, were presented to the girls who have played the part of the bride over the years."

## WISE GUIDANCE

In a letter to Professor Fred S. Dunham, of the University of Michigan, Miss Susan E. Shennan, Director of Guidance and Placement for the schools of New Bedford, Mass., wrote recently:

"Although I no longer have Latin classes, I feel that I am still serving as an advocate of classics. The fact that Latin classes still run large in our industrial city and that there is still a four-year requirement in Latin in our major preparatory curriculum is, I hope, evidence that our Guidance Department is guiding the best of our students in the right direction." Miss Shennan added later, "In print, our curricula look rigid, but actually the Guidance Department makes all sorts of custom-made programs—classical courses plus stenography and typewriting, for example—whatever the child's needs and abilities seem to warrant."

## APPRECIATIONS

A young man who is now a student in a divinity school in the East recently sent the following letter to his college Latin professor. Both the writer and the recipient of the letter ask to remain anonymous.

"After my first few weeks here I decided I'd write and try to express the immense appreciation I have now for the courses which I took under you. They have helped me immensely in many ways, but three stand out. First of all, your courses in Latin grammar and reading made me (I say this shamefacedly), at the age of 23, understand English. Secondly, your comments that accompanied the readings helped give me a background in Roman civiliza-

ceived means to them little but sound and fury.

However, the fault is not primarily the teachers'. It lies in the fact that other things are stressed in the lower schools above language, that Latin, the great vivifier of grammar and rhetoric and supplier of words, is either absent or has little prestige there, that principals and superintendents do not tell students day in and day out that (assuming good morals, of course) language is the basic, the principal thing in education, all education, except the purely manual. If students were consistently told that, and provided with the means of language-learning, including Latin, then they would approach modern-language work in an enterprising way, instead of dodging and sidestepping, as in our country they almost universally do in the matter of this transcendentally important feature of their training.

Latin indeed has not been absent from my mind in anything I have said above. Students with a Latin start, an honest one, not merely an exposure in a class that superintendents and principals permit to vanish if the going is a bit hard, or which the teacher must "de-ironize" if he is to keep his head on his shoulders, are invariably our best students of French, Spanish, German, and the rest, including English. I am tired of writing (because I feel so lonely in the act) that studying one language alone in life is for the conscientious rarely an attractive thing, whereas a knowledge of two or more stimulates thought and imagination along language lines, gives bases of comparison without which no language is adequately apprehended, exotic fla-

vors, appreciation of other peoples, and many more educational good things besides. The story is long, and old, very old. It is strange that among civilized people it needs to be retold every other day. And likewise with the equally old, and equally true, story that of all the foreign languages Latin is the most important for American high schools.

The contributors to *Harper's*, the *Atlantic Monthly*, the *Yale Review*, and other such periodicals, have all been through the Latin mill. I say that without fear. Our teachers of English in the better colleges and in the universities have all had Latin, or "a reasonable facsimile" thereof in a combination of other languages. And I also say that without fear. In fact, the professor of English in the presence of Latinless students is even more to be pitied, if possible, than his modern-foreign-language-teaching colleague. I have just collected opinions from some fifteen graduate schools of English upon the necessity of Latin for attainment in English, and hope to publish soon this most positive and most authoritative testimony.



## HAVE YOU HEARD?—

Have you heard how enjoyable and inspiring the First Latin Institute was, at Miami University, Oxford, Ohio, last summer? Why not resolve today to go to the 1949 Latin Institute? The time is June 16, 17, and 18; the place, Miami University, the same as last year. You will not regret your decision! Watch THE CLASSICAL OUTLOOK for further details.

tion. This I appreciate very much, because that is the period when the groundwork of Christianity was being laid. Thirdly, the excellent way in which you taught Latin grammar is now helping me to master Greek much more easily than I could have done otherwise. These few things are just a few of the great number of things that I feel I gained from my five semesters under you. I now heartily agree with you that most students don't have trouble with foreign languages; they have trouble with English! You, as a Latin teacher, gave me more understanding of the English language than I ever gained otherwise.

"Schweitzer, in one of his books, lists two things that he considers as important 'graces'—the grace of Compassion and the grace of Gratitude. The last he says he can never express as he would like to; he feels very grateful to some people, and can't put this gratitude into words. This is approximately the way I feel about the knowledge which you imparted to me in your classes. My sincerest thanks!"

Mr. Charles E. Bacon, of the firm of Allyn and Bacon, Boston, writes:

"My compliments on the delightful numbers of the November and December CLASSICAL OUTLOOK that have just come to my desk. I read both right through with great interest."

#### ENROLLMENTS

Professor Hubert McNeill Poteat, of Wake Forest College, North Carolina, writes:

"You will be glad to know that we have over 300 students in Latin here, and about 100 in Greek."

#### "MISS VENUS"

Miss Laura G. Pound, Secretary of the Pennsylvania State Association of Classical Teachers, writes:

"Western Pennsylvania celebrates its tenth Latin Week this year in the middle of February. Mr. Arthur L. Draper, Director of the Buhl Planetarium in Pittsburgh, has arranged a special 'sky show' entitled 'Romance in the Sky.' There will be a contest to choose a 'Miss Venus,' from students of Latin entered in the contest by various high schools in our area. 'Miss Venus' and her attendants will recite appropriate verses from the stage in the Planetarium. Also, prizes will be awarded for exhibits. Latin Week programs will be featured in most of the high schools in and near Pittsburgh."

#### AGAIN OWNERSHIP

Professor Donald B. Durham, of Hamilton College, writes:

"Apropos of the discussion in your issues of December, 1947 (page 25), and December, 1948 (page 27), of *liber est niki* and *liber est meus*, if one speaks simply and without frills,

is not the difference that the former means possession and the latter means ownership?"



#### LUDI ROMANI

By LOIS ASHTON LARSON  
York Community High School, Elmhurst, Ill.

**T**HIS article is written to suggest that "Ludi Romani" become part of your annual Latin Club program if you are looking for two hours of good entertainment, two hours of imaginative fun, at very little cost. The games, for which plans are easily adaptable, provide the entire club membership an opportunity to dramatize Roman entertainment. There's fun in them for everyone.

"Cuncti adsint meritaque exspectent praemia palmae" (*Aeneid* V, 70). When the aediles issue the Vergilian call to the games, the Latin room at our high school becomes the scene of unusual and colorful activity. The eager contestants divide into factions and rally to their standards. The freshmen have a lion for their emblem, the sophomores a dragon, the juniors an owl, the seniors an eagle. Arm bands in color to match the standards are made ready for the gala festival. Aediles post the list of contests and team managers select their mightiest, or craftiest, entries. Posters, too, proclaim the day, and spirited graffiti on the blackboard or bulletin board incite rivalry. Refreshments are planned and souvenir programs prepared. These programs give publicity to the pontifex, the consuls, the aediles, and lesser magistrates; also, they announce the order of events and provide space for the recording of scores. For example, on one page the headings are "Leo," "Draco," "Bubo," "Aquila." Down the side runs the list of events, so that the score of each team may be kept properly. We find it satisfactory to allow four points to the winning team in each event; three, two, and one go to the others by rank. Eight to ten contests fill out the afternoon.

Excitement runs high on the day of the games, and the parade from the "Capitoline" to the "arena" is the grandest and most spectacular of the Latin Club year. Animals that once were Hallowe'en costumes come to life; and plaster sheep, hogs, and cattle have been known to emerge from butcher-shop windows. Teams muster elephants, lions, or whatever else dramatic supply houses or their own ingenuity suggests. Creatures that cannot walk are hauled by slaves using the "dolly" with which our janitors

#### LUDI ROMANI

In Elmhurst, Illinois

(Courtesy of Y's Tales)



tors move the piano in more somber duty. Occasionally the consuls ride in litters; but ostentation here is limited by shortage of freshman manpower; the freshmen have other duties more glamorous! All Latin Club members are present, and this is one day on which other students remark, "It is the regret of my life that I didn't take Latin." The fanciful who own beautiful costumes may not wish to wallow in the arena; they may declare that they are visiting kings or potentates, and proceed independently to the scene of action. Undoubtedly a splendid Greek warrior and his son who happened to be in port on the day of our Roman banquet will arrive again for the games. Finally the parade is ready. Officials come first with sacrificial animals; then follow the four factions in holiday mood, wearing bright insignia and heralded by trumpets. Spectators from the four corners of the building crowd the halls, and a teacher, new to York, asks, "How do you get them to dress that way?" Finally all reach the field of combat, and a senior invokes the chosen deity and "slays" the animal offerings. The games begin.

We violate complete accuracy by having all our contests in one building. The aediles occupy the front row seats of the "podium" (otherwise the stage of the gymnasium), from which they announce the events, report the scores, and supervise generally. To the aediles belong the games! Sitting near at hand in seats of honor are the pontifex, the Vestal Virgins, and many faithful mothers of Latin Club members.

The Trojan games of the *Aeneid* may differ somewhat from the usual Roman games, but for our Ludi we first read the fifth book of the *Aeneid*. We always have a variety of foot races. Here variants should be considered, to provide opportunity for all students to compete in one event or another, and managers must be reminded to see that all do participate.

An archery contest is feasible. One may use simple bows and arrows; or even the making of weapons may well be part of the contest. A suitable variant is the use of targets and suction-tipped darts which the students can bring from home.

Throwing the discus and javelin become annual events. If the membership is large, there may be separate competitions for boys and for girls. Each piece of equipment must be clearly painted for easy identification, else the judges will fall into bedlam. Our disci, in everyday guise,

are paper plates; the javelins are soda straws, weighted with shot.

The boat race, since we are far from the sea, must be feigned. Small boats, weighted, and mounted on wheels, are drawn across the *aequor* by strings attached to the helms. Each pilot should roll his string on a stick, or otherwise manifest dexterity and ingenuity. It is quite in the spirit of Trojan games to provide obstacles to navigation.

Breathtaking and humorous is a gladiatorial combat; York boys use rolled-up newspapers for weapons, and one gladiator vanquishes another by knocking off his peaked crepe paper hat. These hats, too, are made in rival colors and are ornamented with the owl, the dragon, the lion, and the eagle. It is wise to keep everyone conscious of his colors and his emblem.

The highlight of the games is the chariot race which closes the performance. Guatemalan hemp bags, stuffed with newspaper, make resilient chariots; slight girls are the charioeteers who careen around the human goal posts, drawn by fleet-footed boys. Clothesline drawn through the bags from corner to corner makes safe traces that can neither become untied nor leave splinters in the hands of the toilers. Rivalry in this event is very keen and traditional, and the same teams often enter for four successive years.

At the conclusion, crepe paper laurel wreaths reward the victors, and supporters are encouraged to place commemorative "statuary" in the Latin room to the new winners of the annual Ludi Romani.



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Several readers have commented upon the interesting classical references which have been appearing in the column, "Topics of the Times," in the *New York Times* recently. In particular, the following columns have aroused interest: "Horatius at the Bridge," on September 16, 1948, written by Robert Alden; "Sad News from the Balkans," on October 3, by Laurence Updegraff; and "Russian Quotes Latin," October 10, also by Mr. Updegraff.

#### THE COLLEGE BOARD'S OBJECTIVE TESTS IN LATIN

A STATEMENT BY THE COMMITTEE OF EXAMINERS IN LATIN

(Editor's note: By editorial agreement, this statement is being published simultaneously by THE CLASSICAL OUTLOOK, *The Classical Journal*, and *The Classical Weekly*.)

THE objective-style tests of the College Entrance Examination Board, which have been in use for Latin since 1942, have been the target for a great deal of criticism on the part of secondary-school Latin teachers. Some of the criticism has been valid, and the Committee which sets the Latin tests has tried to profit from it; but a good many of the complaints seem to stem from misapprehensions about the nature of the tests or from insufficient knowledge of the practical problems involved. Therefore, the undersigned members of the Latin Committee have requested the editors of some of the journals in the classical field to allow us space for a brief statement.

Some of the bitterest criticisms in the past were caused by the secrecy in which the test was enveloped; teachers felt that they could not prepare their students for an examination when they knew nothing about its nature except what they could learn from the statements of students who had just suffered through it. Such statements were generally inaccurate, not to say highly colored by the student's nervous tension. At present, every candidate is sent a pamphlet (*the Bulletin of Information*) which gives full particulars about all of the tests and samples of the questions set in each. The candidate is expected to consult his various teachers, go over the sample questions, and decide which of the tests he is best equipped to take. Of course, the questions used in the actual tests will remain secret. In all subjects, the aim is to frame tests for which the candidates cannot be crammed or coached. The sole preparation for the present Latin test is a thorough grounding in the language itself.

A typical Latin test at present consists of the following parts: Part I—25 items, each consisting of four Latin words or phrases, two of which are related in meaning; Part II—25 English words or phrases, each followed by four Latin words or phrases, of which one is a correct rendering of the English; and Part III—four short Latin passages, two

prose and two poetry, with (1) questions on comprehension of vocabulary in context, (2) incomplete statements in Latin based on the content of the passage, each followed by four suggested completions in Latin, of which one is correct, and (3) a number of True-False questions, in English, on the passage. The total number of items on the present tests is just over 100.

In choosing the Latin passages for the tests, the Committee makes every effort to use standard, classical authors; but passages must be found which are not read in schools—or, at least, are not to be found in any American textbooks. When later Latin passages are used, the examiners feel free to revise the Latin to conform to more familiar, classical vocabulary and idiom.

The Committee is by no means complacently satisfied with all its tests in the past. On the contrary, it has worked constantly to improve them, and will continue so to work in the future. It has been particularly concerned with length and with difficulty. Although the Latin test is similar in form to the other language tests, many candidates (and teachers) have reported in the past that it was too long, and was harder than the French and Spanish tests. In part, this is a reflection of the fact that Latin is a more difficult language. We have therefore experimented with the length of the test and have searched for easier questions. The number of items has been reduced from about 130 (which less than half the candidates finished) to more nearly 100. On the test of April, 1948, despite the fact that about half the candidates had studied Latin for less than four years, about 70% of all the candidates finished the 100 items. This figure seems to be as nearly ideal as we can make it. To ensure having a sufficient number of easy items in the test, the Committee has recently been re-using a certain number of questions which the Board's Department of Statistical Analysis recommended as having been found both easy and valid in testing candidates in the past. At present, therefore, the tests are made up of a combination of old, carefully selected material and new items devised to match the old in difficulty. In addition, at the suggestion of one of our critics, we have added brief explanatory titles in English to each Latin comprehension passage. As a result of these changes, according to the evidence so far available, the test last April was the most successful ever given: the desired per-

centage of students finished, the average "raw" score was appropriate (somewhat above 50% correct answers), and the general accuracy of measurement was somewhat higher than we have attained before. It may be noted in passing that the students found the German and French tests more difficult than the Latin test in 1948. The percentage of cor-

ferences among candidates in years of secondary-school training in the language. From the colleges' point of view, the present tests provide a very accurate prediction of a student's ability in various subjects and at various levels: for example, many colleges now place their entering students in language classes according to their scores in the CEEB tests in the language, without much regard for the number of years they have been exposed to the subject in school.

Nevertheless, despite the many practical advantages of the present system, the Board might be persuaded to return to the older-style tests if it could be proved clearly that the practice of having a candidate write out translations provides a better and more accurate measure of his knowledge of Latin. But it is our belief that if statistical evidence as to the comparative effectiveness of the two types of examination for the prediction of performance in Latin classes in college could be obtained, the objective type would show up well. One reason for this belief is suggested in what follows.

### LAElius AND THE PH.D. EXAMINATION

BY MARY JOHNSTON  
MacMurray College, Jacksonville, Ill.

In a familiar passage of his essay *De Amicitia* (v, 17), Cicero makes Laelius anticipate our oral examinations for the Ph.D. degree, as follows:

Doctorum est ista consuetudo, eaque Graecorum, ut eis ponatur, de quo disputent quamvis subito. Magnum opus est egetque exercitatione non parva.

rect answers averaged 57 for Latin, 52 for French, 55 for German, and 58 for Spanish. One student answered correctly 97% of the questions on the Latin test.

One of the important arguments for the present type of test is the practical matter of scoring. There can no longer be any question of gathering together a group of skilled teachers of various subjects at the end of June for a week or more of reading and scoring papers by hand. The great majority of candidates now take the tests in April; in these days of mass pressures on Admissions Offices, the colleges must have their scores by early May. This involves scoring, checking, and reporting on about 40,000 candidates in less than a month. Speed, combined with accuracy, is vital. Even if it were possible to gather enough Latin teachers at the end of April (during the academic term) to read written translations from the 2500 Latin papers, there are good reasons for believing that the results thus obtained would hardly equal in accuracy the results secured from the present tests. It is now possible to score all papers twice, and if there is any discrepancy, papers are referred to a third reader. Further, since all foreign language tests are of the same type, it is now possible to report scores to colleges in such a way as to enable them to compare directly the linguistic ability of students taking different languages and to take into account dif-

The most frequent criticism which the Committee has received might be phrased somewhat like this: "The study of Latin provides many values besides the mere knowledge of a language. Chief among these values is the ability to express in clear and correct English ideas set forth in another medium. Since a large amount of time in second, third, and fourth year Latin classes is devoted to such training, the Latin examination should test this."

Now, the Committee strongly believes that the study of Latin provides many added values to a secondary education: training in logical analysis, knowledge of and precision in the use of English, and so on. We only ask whether the Latin examination is the correct place to test such training. Would it not be unfair for us to devise a Latin test in which the glib writer, the student with a flair for arresting phrases or with a command of English synonyms, could outshine the candidate who understands the Latin but cannot express himself so well? Other tests, especially the English composition and the verbal section of the Scholastic Aptitude Test, measure such skills, and the Latin teacher can rest assured that the training he has given in the use and analysis of English has not been wasted. It is a noteworthy fact that in the verbal section of the Scholastic Aptitude Test those candidates who have also taken the Latin test have year after year attained an aver-

age well above that attained by other candidates.

The Board has wished its language examinations to measure solely the candidates' ability in the language. One of the ultimate aims of language study is to enable the student to comprehend an idea directly in the original tongue, without the intermediate step of rephrasing it in English. Even though this aim is less frequently achieved than we might wish by students of Latin in our schools, much of the Latin test, especially Part I (matching vocabulary items in Latin) and the completion items based on the Latin passages, is directed toward testing such skill or potential ability.

A further point deserves mention. Some Latin teachers have objected to the tests on the ground that no opportunity is provided for the candidate to display his knowledge of grammar or his skill in composition. As a matter of fact, however, many of the items in Part II and some of the questions on the comprehension passages are specifically designed to test acquaintance with grammatical rules and ability to make syntactical distinctions.

Reference should also be made to a criticism which is frequently heard and which was recently voiced in vigorous fashion as follows (*Classical Weekly* 41, 136): "It is most appalling to see how often students with a very poor background can guess their way through the present examinations, which, learnedly and ingeniously as they may be conceived and prepared, very often turn out to be a 'field day' for guessers and gamblers." With reference to this, two things may be said. The first is that colleges and universities have found their students' scores sufficiently reliable to justify using them, as pointed out above, for determining what classes and sections the students shall enter. The second is that this is a criticism, not of the CEEB Latin test as such, but of a type of examination which is being more and more widely used at all levels of American education with the blessing of those psychologists and teachers who have made a special study of methods of evaluating intellectual accomplishments. It might be added, incidentally, that success in translation at sight (which was the principal ingredient in the older-style Latin tests) necessarily depends at least to some extent on intelligent guessing!

In conclusion, the Latin Committee wishes to express its thanks for various suggestions and constructive criticisms in the past. We welcome

such suggestions, for we are all professionally engaged in the teaching of Latin at various levels and are earnestly concerned with the continuance of Latin in our schools and colleges. We are ready to make whatever changes seem indicated by new circumstances from time to time and hope that our critics will keep in touch with us.

John K. Colby  
Floyd C. Harwood  
C. T. Murphy  
L. R. Shero  
John W. Spaeth, Jr.

### ORATIO NOCTURNA

("Now I Lay Me Down to Sleep")

By FRANKLIN B. KRAUSS  
The Pennsylvania State College

Ad quietem componor,  
Ut servet me Deum precor;  
Si moriar, dum dormio,  
Accipiat me in caelo.  
Haec et pro Christo rogito:  
Spes sola mi, te adoro.

### THE SERVICE BUREAU AND THE JUNIOR CLASSICAL LEAGUE

By DOROTHY PARK LATTA  
The Lenox School, New York City

(Editor's note: This paper was read at the anniversary session of the Latin Institute, at Miami University, Oxford, Ohio, on June 18, 1948.)

**T**HE American Classical League has three chief aims: first, to gain desirable publicity for the classics and to answer the criticisms which are made against the classics; second, to discover through research what content and methods will improve the teaching of the classics; third, through correspondence and publications to help teachers of the classics to meet the many problems of the classroom.

To carry out the third purpose, namely that of direct aid to the classroom teacher, the League established and has maintained for more than twenty-five years a Service Bureau for Classical Teachers. Frances E. Sabin was made Director of the Bureau in 1923. Miss Sabin, in her years of teaching before the setting up of the Bureau, combatted the demand for "practical" education only, and for the eradication of such "superfluous" studies as Latin, by showing

the practical uses of Latin in everyday life. Her series of posters entitled "The Relation of Latin to Practical Life" was displayed at a meeting of the Classical Association of the Middle West and South held in Cincinnati on April 12 and 13, 1912.

In 1914 Miss Sabin became assistant professor of Latin at the University of Wisconsin, and assumed charge of teachers' training and demonstration courses in Latin. As one of her pupils I can testify to the inspiration and help given in these courses. She published instructions for the making of posters like those in her famous exhibit in her book *The Relation of Latin to Practical Life*, and then organized a service bureau for Latin teachers in the state. She not only answered calls for help herself, but encouraged teachers to send in to her, for the aid of others, any devices which they had found useful. She also published a small paper called *Latin Notes*, which was sent to teachers of Latin in Wisconsin.

It was Miss Sabin's success with this state service bureau which made her the logical person to set up the national bureau under the auspices of the American Classical League in 1923. Its first home was at Teachers College, Columbia University. In 1930 it was moved to Washington Square College of New York University. Later the League and the Service Bureau had quarters at Vanderbilt University, Nashville, Tennessee. Now it has its home at Miami University, which has so generously given it space.

Miss Sabin retired as the Director of the Service Bureau in 1936. The functions of editor of the League's periodical and Director of the Service Bureau, which had been combined in the person of Miss Sabin, were then divided between Dr. Lillian B. Lawler, of Hunter College, and myself. For five years I served as Director; ever since, Dr. Lawler has generously and graciously given what time she could to the work of the Bureau.

The Service Bureau was, immediately upon its establishment, hailed with joy by teachers all over the country. It has helped and encouraged hundreds and thousands of teachers every year, all through the years. Once a teacher wrote to Miss Sabin that she had heard that the Service Bureau did everything for a Latin teacher but get her a husband! Certainly the most varied requests for information are answered during

the course of a year. Where expert opinion in special fields is needed to answer the letters, help has been graciously given by those called upon.

The Bureau conducts an extensive "mail order business" in aids for the classroom teacher; these include mimeographs, bulletins, supplements, pamphlets, books, posters, calendars, etc. Much of the material published by the League is contributed by teachers for the use of other teachers. The material is listed month by month in *THE CLASSICAL OUTLOOK*.

The League and its Service Bureau have a library, files of periodicals, and an extensive collection of clippings and original material sent in by teachers, ranging in subject from content and methods to projects and the value of the classics. In addition to the League's own materials the Bureau has books, maps, pictures, charts, models, etc., contributed by publishers and others. These materials can all be used by teachers and students who come to the League's headquarters.

The American Classical League Service Bureau, as a non-profit-making organization, has used all its resources to help the teacher. When the Bureau was set up, it was unique in the field of education; it has since been imitated, by teachers in other subjects. It has given unparalleled aid to teachers, and undoubtedly will continue to do so.

Another project which the League has been carrying on vigorously for several years is the Junior Classical League, for pupils in the high schools. The idea was broached in the early days of the League, but it was not until 1937 that it was given definite form and impetus. An attractive pin was designed, and also a membership card, signed by the President and Secretary of the American Classical League. A small chapter certificate, which has on it the aim of the Junior Classical League, "to hand on the torch of classical civilization," was also designed.

Purposely, chapter organization and activities of the Junior Classical League have been left to the local teacher, since he knows local conditions best. Our main idea is to provide a national organization for students below the college grade who are interested in classical culture. We do not specify that they must be taking Latin or Greek, but, at the discretion of the teacher, those in the grades studying mythology and world history can be admitted—to provide future Latin students, we hope. Our aim is to raise up a generation of students who will be the

future friends of the classics and who will understand our civilization's debt to the past. The response to this idea has been gratifying. Membership has grown by the hundreds, until now there are usually about 10,000 members in any one school year. We are kept busy revising the list of chapters and the membership figures; these are sent out annually to all the chapters.

Each year the chapters of the Junior Classical League are asked to send in an account of the year's activities. A selection is made of these, and they are incorporated in an article which is published in the November number of *THE CLASSICAL OUTLOOK*. This report is then sent to each chapter.

The chapters have in some cases banded together in a citywide annual program; or chapters in the towns of a county have had a joint meeting. The American Classical League has urged chapters in each state to join in an annual meeting; but the only state organization which maintained itself throughout the war and into the post-war period was that of Texas. This state organization has an annual meeting, prepares a program for the year's activities, and publishes a paper, *The Torch*.

In 1948, since I could no longer give the time necessary for the work, I relinquished the chairmanship of the Committee on the Junior Classical League, and Miss Estella Kyne, of the Wenatchee (Washington) High School took over the chairmanship. Miss Kyne has been a member of the Committee since its formation, and has long been very active in the work of the Junior Classical League. It will flourish under her guidance.

The American Classical League, the Service Bureau, and the Junior Classical League have long striven to help the Latin teacher and the student of Latin. We feel that in a great measure they have succeeded.



### THE CLASSICS IN TRANSLATION

A Condensation of a Paper  
BY SISTER MARIE ANTOINETTE  
Marymount College, Salina, Kansas

**W**E HEAR a great deal today about courses presenting the classics in translation. These courses are a development of certain trends in education. They were introduced into the curriculum simultaneously with the almost universal dropping of classical requirements. At first, they were to compensate

supposedly for what the outmoded classics had always contributed to our culture. At the present time these substitute courses have attained a popularity on their own. Today, translations are looked upon as something worth while in themselves and at least comparable, if not superior, to the original.

As teachers of Greek and Latin, we naturally incline to look with disfavor on these translation courses as something artificial, as they are in reality. But whether we like them or not makes little or no difference. Recent educational trends have made them a necessity. They have found a permanent place in the curriculum and will remain. In the face of facts, the transmission of our cultural heritage to the coming generation will depend largely on them.

As a result of the decline in the study of classical languages in secondary schools today, students find themselves in college without a knowledge of the elements of these languages. It is the common experience of colleges still maintaining the traditional requirement of Greek and Latin for the Bachelor of Arts degree to see the number of applicants for science degrees on the increase, and even to outnumber those for the arts. This fact cannot be attributed entirely to a greater interest in the sciences. Many students openly avow their preference for the arts; but under stress of insufficient time and other handicapping circumstances in their college career, they find insurmountable obstacles in beginning courses in Greek and Latin.

High schools offer two years of Latin, if any, and generally no Greek. There is little carry-over of these languages from high school to college, which leaves the reading rate in Greek and Latin among our students hardly worth considering. The prospect of improving this situation even with our best efforts is far from bright, at least in the immediate future, if we may predict from present trends.

I was interested in the figures lately cited in the Latin Week Bulletin for Kansas. Seemingly large numbers of high-school students are studying Latin at the present time—first and second year Latin, at least. A study of the high school transcripts of freshmen enrolled at Marymount College shows that very few students go on with third and fourth year Latin. It also shows that the number of students presenting no Latin for college entrance is consistently increasing.

At Marymount College we regularly offer each semester a course in the essentials of Greek and one in the essentials of Latin. There are always applicants for both courses. Cicero and Vergil are regularly offered each semester for students presenting two or three units of Latin for entrance. The beginning classes are always larger than the reading classes. This unpretentious program suffices to serve the needs of incoming freshmen as far as ancient languages are concerned.

The question is, what are we going to do for those students who have not studied Greek and Latin at all, or only in a superficial way? Inadequate preparation will always be a handicap to extensive reading in the original language. Are these students to be deprived altogether of the classics? The Greeks and Romans produced a large part of the great thought of all time for which there is no substitute and without which there is no true education.

The present popularity of the classics in translation suggests a timely solution. As representatives of the greatest literatures of all times, the classics hold supreme place. It should be encouraging to us that many college students are becoming interested in what the content of the classics has to offer. Nor is there a breach of propriety on our part if we offer translation courses ourselves. Rather it is our duty and our privilege to do so, and we should welcome the opportunity. At the same time, we are prepared to take our students beyond translations and let them glimpse at least the spirit of the original. The giving of these translation courses does not in any way preclude the study of originals. Translations are intended to stimulate the interest of students and make them desire to continue their study of the classics even in the original tongues. Renewed interest in the originals is bound to result, since larger groups of students are reached through the translation courses.

Follow-up courses in the original languages should include the best works of the chief literary types in both Greek and Latin. The courses need not be confined to the classical period. Many Christian writings in Greek and Latin are masterpieces of world literature and deserve a place in these specialized courses. To mention just a few representatives—on the Greek side we have Athanasius, Basil, Gregory, and John Chrysostom; on the Latin side, Jerome, Augustine, Bonaventure, and Thomas Aquinas. Any of these can supply ample material for

the searching mind of the modern student.

Our students of Vergil enjoy translating passages from the *Confessions* of St. Augustine, who gives his youthful impressions of classical studies and rates Vergil and Homer, whom he was forced to study as a school boy. Even at this early date Vergil was the most important Latin textbook in the schools of the Empire for boys who were learning Latin in Greek communities. Augustine tells graphically of his great fondness for Vergil. The wooden horse, the sack of Troy, and the shade of Creusa—all these had untold attraction for him. He spent much time weeping over Dido, who killed herself for love of Aeneas. These points were of supreme interest to our modern students studying the same classic.

But Augustine did not have this same fondness for Homer—he had rather something of an aversion for the Greek poet. Homer was the most widely used school text among the Greeks, and hence one of the first works studied in the course in Greek given in the Roman schools. Augustine explains in his *Confessions* that this aversion may have been due to the fact that there are literary delights peculiarly and exclusively Greek; and that these delights are minimized, if not entirely lost, for one not at home in the Greek language. We can but suppose that this is a case of self-depreciation on the part of St. Augustine, for Greek had been in wide use even as a vernacular among the educated of the province of Africa from almost a century before his birth.

This reading in the *Confessions* of St. Augustine not only adds variety to our class work, but is very revealing. I find the students able to handle patristic Latin with greater ease in many instances than the classical Latin—and they show a real appreciation of it. I feel that courses in patristic Latin could be given to our college students with profit both as to content and literary form.

Translations can also be used to good advantage in courses in the languages themselves. Because of the inadequate reading ability of our students, scarcely enough material can be covered in the original to give a real appreciation of the author. To supplement these courses with reading in translation is the only alternative if students are to attain this appreciation.

In the case of the *Aeneid* or the *Iliad*, the whole can be read in translation. This does not lessen the students' esteem for the original. Ex-

perience proves that even our students with their more or less superficial understanding of Greek and Latin know that they find something in Vergil and Homer which they cannot find in a translation.

It is surprising what realism can be evoked by an assignment such as a comparative study of the sixth book of the *Aeneid* and Dante's *Inferno*. After using the translation as a basis of comparison, students are invariably eager to return to the original to see the graphic pictures for themselves. It is interesting to note how alert they are in sensing the artificiality of a translation.

In presenting a course in Ovid's *Metamorphoses*, which is clearly a compendium of Greek and Roman mythology, I offer no apologies when I suggest to the students that they get some orientation in the myths by reading copiously in translation. They thoroughly enjoy the mythology, and later select their favorite myths to read in the original. Classical mythology is not only interesting (because of the nature of the myths themselves and the light they throw on ancient religion), but almost indispensable for the students' background because of the continuous use made of the Greek myths in literature and in art.

The recent divisional organization of our curriculum at Marymount College makes provision for a Bachelor of Arts degree with a combination major in music, art, and speech, besides the regular Bachelor of Arts degree. This degree, designated as a Bachelor of Arts with a major in fine arts, is purely cultural in purpose and is designed for the A.B. candidate who has no professional goal in mind but wants a broad program in the arts. The department of ancient languages permits the candidates for this degree the option of meeting the classical group requirement with courses in Greek and Latin literature in translation, classical civilization, mythology, and art instead of the Greek and Latin required for the regular Bachelor of Arts degree.

It is gratifying to note what real appreciation these students have for the quasi-classical courses, although they have not actually studied Greek and Latin. They find something in these courses which modern education has failed to give them. Educated in a non-classical age, they instinctively reach out for things classical—the finer things which have stood the test of time. I am convinced that any significant return to the classics will be by way of these stim-

ulating courses in translation. *Nolens volens*, the teacher of the classics is challenged to offer them.



## MORE MODERN VERSIONS OF ODYSSEUS' TREE BED

By MORRIS ROSENBLUM  
Samuel J. Tilden High School,  
Brooklyn, New York

In the spring of 1948, John Leonard Freeman, a seventeen-year-old veteran of Medford, Mass., built himself a one-room treetop house. Orphaned and short of cash, he became a tree dweller that he might finish his high-school course before his terminal pay ran out.

Commenting on this imitation of Odysseus' bed-building, a writer in the New York *Herald-Tribune* of May 16, 1948, like Gissing, wondered why more houses are not built in trees. "There is much, we believe, to be said for life in a tree—the higher the perch the better," declared the writer of the editorial, "The Arboreal Life." After describing in a rich, imaginative, and whimsical style the joys of treetop life, with never a word about the snows of winter, the writer of the editorial concluded, echoing Wordsworth, "To be alive in May is pretty nice, but to be young in May and living in a tree is about as good a substitute for heaven as seventeen can fashion and a newspaper report."

Also, in Massachusetts, in Monterey, along the highway from Great Barrington to Otis, there is a curious adaptation of a tree-porch. This sight has been considered worthy of inclusion in the Federal guide book of the Berkshire region. The owner of a private house built a front porch around two large trees. It seems the trees were planted years ago by the owner's father, when the house had no porch. When the owner decided to build a porch, he wanted to spare his father's trees. Accordingly, he enclosed the trees in the porch, made two large holes in the roof of the porch, and widened them as the trees grew high above the porch.



## THE SUMMER SESSION IN ATHENS

The American School of Classical Studies in Athens will hold a six weeks' summer session in 1949, beginning July 1. The session is open to graduates of American and Canadian colleges, and to qualified undergraduates. The cost of tuition is \$50. Board and room will be fur-

nished for as near cost as is practicable. There are ten scholarships of \$250 each, available only to persons who have been awarded scholarships from a regional classical association. The work of the session will include lectures in Athens, and trips to other important sites. Many American universities give credit for this summer session. Further information may be obtained from the Director, Louis E. Lord, Scripps College, Claremont, California.



## FELLOWSHIPS AND SCHOLARSHIPS

The American Academy in Rome announces five fellowships in classical studies, for the academic year of 1949-50. These include two research fellowships, of \$2500 each; one senior fellowship, of \$1250 and travel allowance; and two junior fellowships, of \$1250 and travel allowance. The fellowships will be awarded on evidence of ability and achievement, and are open to any citizen of the United States. Further information may be obtained from the New York office, at 101 Park Avenue.

Various regional classical associations will award scholarships to the 1949 summer session of the American Academy in Rome. The session is limited to twenty-five students, and applications must be in the New York office by March 1. Inquiries should be addressed to the New York office, at 101 Park Avenue.

Bryn Mawr College announces a resident fellowship in classics, of the value of \$1250, and one or two resident scholarships in the classics, at \$650. Fellowships are open to candidates who have completed a full year of graduate work; scholarships are open to holders of the A. B. degree from colleges of recognized standing. Applications should be in by March 1. Inquiries may be addressed to the Dean of the Graduate School, Bryn Mawr College, Bryn Mawr, Pa.

Amherst College announces that the competitive examination for the Harry de Forest Smith Scholarship in Greek will be held March 7. The scholarship carries a stipend of \$550; the scholar will be required to take Greek in his freshman year. Boys in their senior year in secondary schools, who have had two or more years of Greek, are eligible. Inquiries should be addressed to Pro-

fessor John A. Moore, Amherst College, Amherst, Mass., before February 24.

## NOTES AND NOTICES

The 1949 University of Kentucky Foreign Language Conference will be held on March 31-April 2, 1949, at Lexington.

The Fourth Annual Foreign Language Conference will be held at Northwestern State College, Natchitoches, Louisiana, on April 1 and 2, 1949. The theme of this year's Conference is "Crusading for Public Interest in Foreign Languages."

Professor H. J. Ralston, of Monmouth College, Illinois, reports a performance of *The Trojan Women* of Euripides, in the translation of Edith Hamilton, at that college on December 8, 9, 10, and 11, 1948. The production was in the hands of the Speech Department, but the Department of Classics gave its encouragement to the venture. Relatively modern stage settings were employed. Professor Ralston informs us that the *Antigone* of Sophocles was produced in 1947, and that both plays were well received by local audiences.

A performance of the *Frogs* of Aristophanes, in English, was the twenty-sixth in the Hunter College series of "dramatic readings in costume," offered by classes in ancient comedy, on January 7. These readings, inexpensively produced, but effective dramatically, have served to "project in three dimensions" plays read in the course. No admission fee is charged, and the college community is invited to enjoy the play with the members of the class.

The Experimental Theater of Vassar College presented the *Alcestis* of Euripides, in English, December 10 and 11, 1948. The setting was derived from Navarre's reconstruction of the theater at Delos.

The Classical Association of New England will hold its forty-third annual meeting at Milton Academy, Milton, Mass., March 18 and 19, 1949. The guest speaker will be Professor Whitney J. Oates, of Princeton University. Eleven other persons will read papers.

The Classical Association of the Atlantic States met in conjunction with the Middle States Association of Colleges and Secondary Schools, at

the Chalfonte-Haddon Hall, in Atlantic City, on November 26 and 27, 1948. The general topic of the joint meeting was "American Education and Foreign Policy."

Teachers of Latin would be interested in "Protesting Educators' Complexity Complex," by A. M. Withers, in the *Association of American Colleges Bulletin* for October, 1948, pages 300-302.

Miss Marguerite B. Grow sends in a beautifully printed and illustrated booklet by her students. It is entitled *For the Muses*, and contains an original poem in honor of each of the nine Muses. Miss Grow teaches at the Hockaday School, Dallas, Texas.

### MATERIALS

The autumn, 1948, issue of *The Latin Leaflet*, published by the Texas Classical Association and the Department of Classical Languages of the University of Texas, is unusually fine. It contains articles, news items, figures on enrollment, book reviews, etc. One of the features is an article by Ilanon Moon, on Roman costume, with actual paper patterns, in miniature, bound in with the article. Teachers would find the whole issue useful. Copies may be obtained at ten cents each, from University Publications, University of Texas, Austin.

The December, 1948, issue of the *Bulletin* of the Pennsylvania State Association of Classical Teachers, contains notes and news items of general interest. Subscription to the *Bulletin* is one dollar a year. The Treasurer is Mr. William A. Hurwitz, 4701 Wayne Ave., Philadelphia 44, Pa.

### AMERICAN CLASSICAL LEAGUE SERVICE BUREAU

Please do not send cash through the mails. If you send cash and it is lost, we cannot fill your order. Please use stamps, money orders, or check. The latter should be made payable to the American Classical League. If a personal check is used, please add 5c for the bank service charge. If you must defer payment, please pay within 30 days.

Ordering should be done carefully, by number, title, type (poster, mimeograph, pamphlet, etc.). Material ordered from the Service Bureau is not returnable. After two trips by mail the material is too damaged for resale; since the Service Bureau is a nonprofit-making organization, it cannot absorb losses such as this.

The address of the Service Bureau is Miami University, Oxford, Ohio.

The Service Bureau has for sale the following books, recently published:

*The Black Sail*. By Florence Bennett Anderson. A fictionized version of the story of Theseus, based on the findings of archaeology as well as on the mythological tale. \$3.00.

*Latini Hodieani*, Second Fascicle. By John K. Colby. An anthology of modern Latin prose and verse. 50c

The Service Bureau has the following material previously offered:

#### SLIDES

Professor William M. Seaman has made available two sets of 2" by 2" Kodachrome slides, from photographs made in Italy in the last two years. The slides may be borrowed by members of the American Classical League. Borrowers pay postage and insurance both ways; the sending cost may be paid by means of stamps enclosed in the return package. Mailing costs are small, since the slides are light. Borrowers must be responsible for slides irreparably damaged in handling. Those who wish to purchase the slides may do so, at about 40c each, from Professor William M. Seaman, State College, East Lansing, Michigan. The sets which may be borrowed are:

FOR. The Roman Forum.

ROM. Views in and about Rome.

The Service Bureau has for sale the following items previously published:

#### WORD ANCESTRY

*Word Ancestry*. A booklet of interesting stories of the origins of English words. 25c

#### PROJECTS

##### Mimeographs

15. Outline for a Vergil Illustration Book. 5c
23. Topics for a Roman Life Exhibit. 5c
77. Types of Derivative Notebooks. 5c
119. How to Make a Roman Toga. 15c
171. How the Romans Dressed. Illustrated. 15c
286. Cicero and His Times. An outline for a class project. 5c
308. Latin Notebooks. 10c
316. Headings for a Notebook for the Junior High School. 5c
328. "Open House" in the Latin De-

- partment. 10c
346. Plan for a Vergil Notebook. 15c
  351. Supplementary Activities of Interest to Latin Clubs. 15c
  357. The Diary of Jason. A suggestion for the Vergil pupil. 5c
  406. A Roman Style Show. 20c
  418. Directions for Making Attractive Posters for the Bulletin Board. 15c
  434. Directions for Making a Costume of a Roman Legionary Soldier. 5c
  436. A Latin Room—Suggestions for the Design. 20c
  454. Suggestions for Making and Costuming Roman Dolls, and an Evaluation of the Project. 15c
  482. Possibilities for Project Work in Connection with Latin and Greek in the Junior and Senior High Schools. 10c
  485. Family Groups of Latin-Derived English Words That Can Be Illustrated on Posters. 10c
  493. Titles for the Headings of Pages in a Scrapbook Entitled "Practical Uses of Latin." 10c
  522. Directions for the Construction of Marionettes and a Stage for Them. 15c
  538. A List of the State Flowers of the United States, together with Their Classical Names—Suggestions for a Project. 25c
  540. A Project on the *Odyssey*. 10c
  561. A Bulletin on Bulletin Boards. 10c
  564. A Roman Forum of Plaster. 10c
  566. The Loves of Jupiter. Directions for making hand puppets, and a play for them. 10c
  568. A "Make-It-Yourself" Card Game. Directions for making a homemade version of the card game, "The Game of Famous Romans." 15c
  570. Why Study Latin? Material to place on the blackboard over a period of six weeks. 10c
  580. The Morning of the Wedding. A Roman fashion show for girls. 15c
  590. Latin for Nurses. 15c

#### Supplements

38. The Project Method in Teaching Latin. 10c
48. Concrete Directions for Making a Model of a Roman House. 10c

#### Pictures

Available from the Service Bureau are free lists of over 300 pictures (3c each) useful in the preparation of scrapbooks.

#### Radio Scripts

For radio projects, see THE CLASSICAL OUTLOOK for November, 1948, page 23.

## CUT-OUT MODEL OF A ROMAN KITCHEN

A cardboard reproduction of one of a series of six Roman models on display in the Service Bureau. The Roman kitchen when assembled measures approximately 17½" x 13" x 14". It comes in a single, flat sheet, and the various pieces are to be cut, folded, and glued together. Simple directions for assembling and coloring certain parts are included. \$1.00.

## PLACE CARDS, FAVORS: ROMAN BANQUETS

Cardboard cutouts of a Roman lamp and chariot. Printed in red, black, and yellow, and die-cut for easy assembling. Flat sheets with one chariot and one lamp on a sheet. Prices: 13 sheets for \$1.00; 25 sheets for \$1.75; 50 sheets for \$3.00.

## THE CARD GAME OF FAMOUS ROMANS

A card game for teaching cultural background material and Roman history. May be played by two to ten persons at one time. 144 cards and instruction booklet. Newly printed. Price, \$1.00.

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